

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • Y-2

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Plate Tectonics* to provide a model of fluent reading.
 Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What are the three layers of the earth? (crust, mantle, core)

What is the core like? (solid center with liquid-like outer layer)

What are cracks in the crust called? (fault lines)

If time permits, repeat the steps above using part 2 of the passage, *Plate Tectonics*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle and stack the cards number-side down. Have the child draw a card, read the word, and name the root word. Have the child turn the card over to check his/her answer. If the child is correct, he/she can move the number of spaces along the game board indicated on the card. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

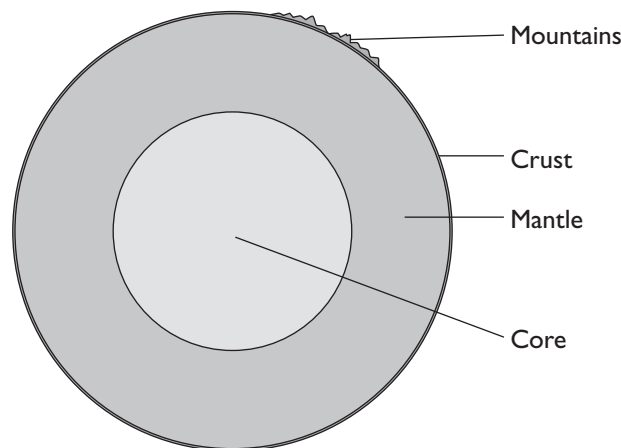
Part 1

The earth is made up of three main layers: There is the thin outer crust, which 16
 is kind of stiff and can break. There is the middle layer, the mantle, which is 32
 much hotter and not quite solid. And in the middle is the core, which has a 48
 solid center and a liquid-like outer layer. 56

The mantle is always at a very hot temperature, so it is not quite solid. It's like 73
 Silly Putty®. It is stuck between the rigid crust of the earth's surface and the 88
 spinning, liquid outer core. Being caught in the middle causes stress to build 101
 up. As a result, the mantle stays in constant motion. 111

Riding on top of the moving mantle is the crust. Most of the time, the crust is 128
 solid and stays in one piece. However, stress and pressure, which cause the 141
 mantle to move, can cause large slabs of the earth's crust to move, too. The 156
 pressure and motion can cause the crust to crack. The cracks, called fault 169
 lines, are where earthquakes are known to occur. Fault lines are commonly 181
 found where large slabs of the earth's crust meet. 190

Internal Structure of the Earth

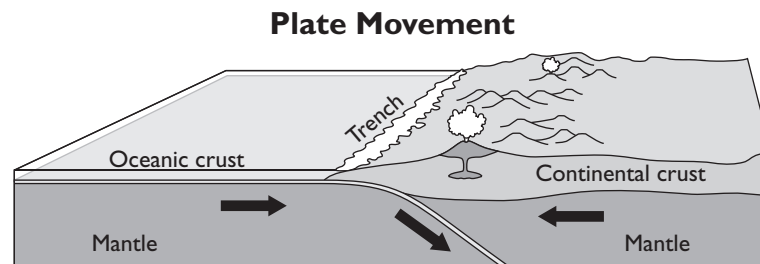


Part 2

The earth's crust is made of about 15 enormous slabs, or plates. Some of 14
 the plates are moving apart. Others are moving together. Still others are 26
 sliding past each other. The plates are located under both land masses and 39
 oceans. Those under land are called continental plates. Those under the 50
 oceans are called oceanic plates. 55

In the middle of all of the oceans around the world, scientists found a 69
 strange chain of mountains. Along this chain, hot magma seeps to the 81
 surface through fault lines in the crust. The magma spreads out along the 94
 ocean floor and cools. This buildup of magma causes the oceanic plates to 107
 push out toward the other plates. 113

Around the Pacific Ocean is a series of deep trenches. Some of the older 127
 crust is pushed into these trenches as new crust is created. These trenches 140
 are places where one plate is pushed under another plate. So the ocean 153
 floor acts like a giant conveyer belt. New crust rises up along the ridge in 168
 the middle. It pushes the old crust toward the edges of the ocean floor, 182
 where it sinks down again. 187



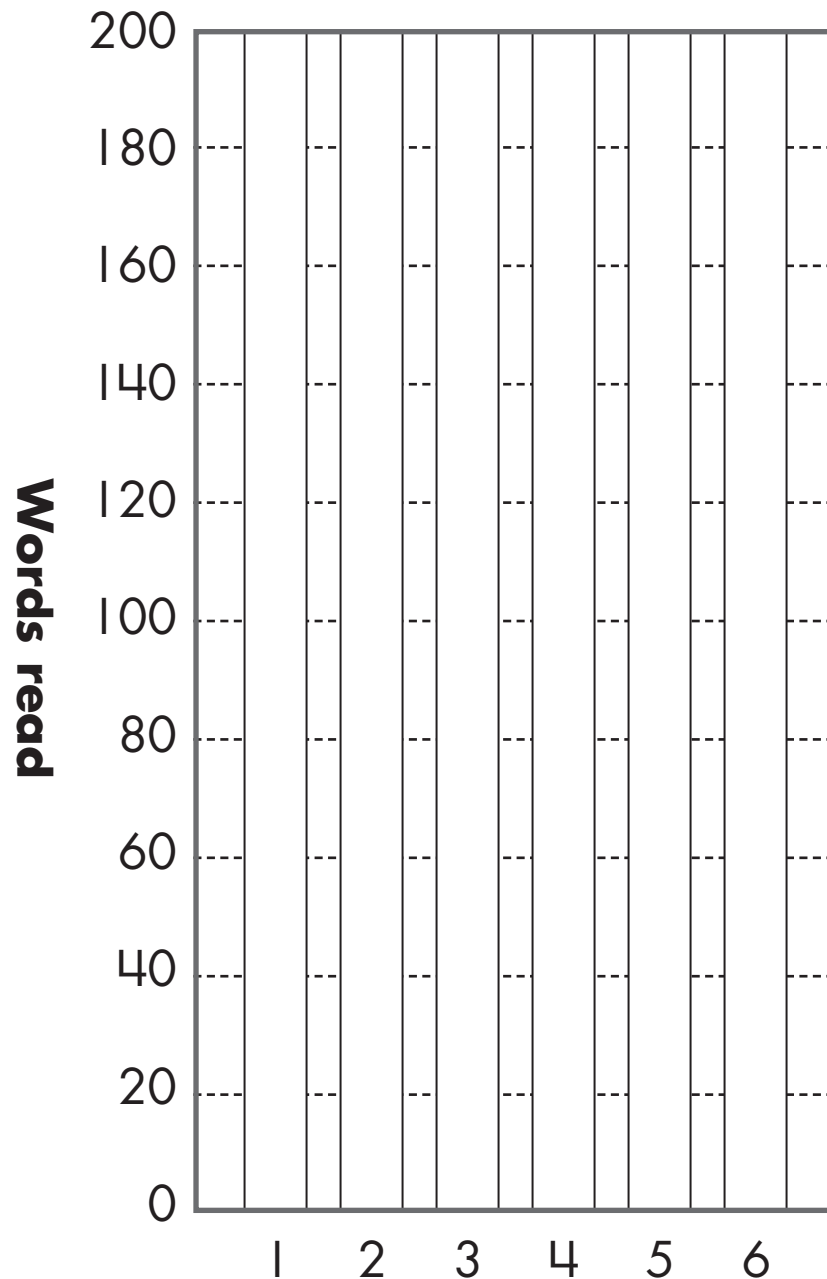
An oceanic plate moves under a continental plate.

Fluency

Repeated Reading Bar Graph

Lesson Y-2

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson Y-2

reasonable

respectable

imagination

invention

acceptable

powerful

combination

amusement

awareness

misguided

overcook

discontinued

insecure

mistreat

nonfiction

impolite

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson Y-2

invent

2

imagine

5

respect

3

reason

4

amuse

2

combine

5

power

2

accept

3

continue

4

cook

1

guide

5

aware

3

polite

2

fiction

1

treat

3

secure

4

